DOCUMENT RESUME

ED 358 544 EA 024 980

AUTHOR Osborne, Bill
TITLE Understanding Change in a Time of Change.
PUB DATE Mar 93
NOTE 19p.; Paper presented at the Annual Conference on Creating the Quality School (2nd, Oklahoma City, OK, March 25-27, 1993).
PUB TYPE Speeches/Conference Papers (150) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Change Strategies; *Educational Change; Educational Improvement; Educational Quality; Elementary Secondary Education; *Organizational Change; *Organizational Climate; *Systems Approach

ABSTRACT

This paper presents an operational framework of change, derived from a synthesis of three change models. It is argued that to create a quality school, educators must use a model that helps participants internalize the components of the desired educational corporate culture. The organization must be examined in terms of the past, present, and future, and in terms of the following components of organizational culture: customs; collegial relationships; competence; and confidence. A systems approach is recommended to utilize the educational corporate culture to achieve change. Three change models are described--the Concerns Based Adoption Model (CBAM), the Institute for the Development of Educational Activities (IDEA) study, and the Rand study. Findings from each study indicate that change strategies should include the following: active participation, face-to-face interactions, opportunities to learn new behaviors, local materials development, and leadership support. Some conclusions are that: (1) change is an uncomfortable process; (2) change is accomplished by individuals; (3) change is a highly personal experience; (4) change is best understood in operational terms; and (5) the focus of facilitation should be on individuals, innovations, and the organizational context. Finally, planning and an understanding of the organizational culture are crucial to successful, lasting change. (Contains 21 references.) (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED358544

Understanding Change in a Time of Change

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

B. Osborne

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Presentation at the Second National
Creating the Quality School Conference

Holiday Inn West
Oklahoma City, Oklahoma

March 25-27, 1993

Presented by
Bill Osborne, Ed.D.
Director, Grants Research Information Center
East Central University
Ada, Oklahoma

EA 024 980

UNDERSTANDING CHANGE IN A TIME OF CHANGE

Bill Osborne, Ed.D., Director
Grants Research Information Center
East Central University
Ada, Oklahoma

There are many questions which must be answered as schools evolve and are shaped to meet needs of the 21st Century. It is crucial that educators understand the process of change during a time of massive change to the traditional educational systems. Schools have been "restructuring" to build a system to meet World Class Standards; unfortuantely, no such standards currently exist to guide the changes which are taking place. Even as standards are finally developed an understanding of the change process is necessary to allow meaningful and lasting change to occur. Key issues which must be addressed during the time of educational reform are set forth in two questions asked by Moorman and Egermier (Moorman & Egermier, 1992, p. 16) as they querry: "In what ways do we want to improve the performance in education?" and, "How can we best bring about the *changes* needed to meet the performance objectives we set for education?" Futher, the authors remind us that in order to improve peformance, change must be systemic and that there is no <u>one</u> model for the goal of school improvement (p. 43).

To be able to answer the questions asked by Moorman and Egermier it is necessary that change agents have specific tools and an operational framework to apply the tools. A framework for quality and a brief description of change models will be discussed with an emphasis on the Concerns Based Adoption Model (CBAM).

A Framework for Change

What is a quality school? This question has been the target of the effective schools movement during the past decade. Unfortunately, the focus for school improvement has been on a micro-model used to identify and teach staff members to put in place specific components found in "effective" schools. The improvement effort has not focused at the point where real change must take place. The educational arena has neglected to look at the Big Picture, the many pieces within the organization which work together and which oftentimes work independently to affect the product of the educational institution. We can no longer look at the problems facing schools as isolated problems. Educational leaders are no longer in the business of solving problems, they are in the business

of managing messes. A mess, as defined by Dr. Leon Lessinger of the University of North Florida, is a system of interdependent problems, no one which can be solved independently of the others. Lessinger says that we do not solve messes, we manage them (Lessinger, 1991). To effectively manage a mess selected components are held in place, others are manipulated, and the results are analyzed to determine the impact on the system. Sound familiar? We are once again examining the whole of the organization... the systems approach to management. In fact, we are once again examining the Big Picture in terms of the systems perspective to educational improvement (Leonard, 1991).

To create a quality school, movement must be made from a "teach the processes" oriented model to a model which will help learners internalize the desired processes. We must focus on using processes which will help us improve the system and allow us to work on the entire system to collectively internalize the various good and proper ways.

We must strengthen our organizations by understanding and modifying our normal reactions to events within the organization. In order to internalize a concept for an entire organization the shared belief system of the members of the organization, the organizational culture, must be affected. Our efforts for meaningful change must focus on Educational Corporate Culture.

Much of the school improvement effort during the past decade has been focused on the what and how of such concepts as *Site-Based Improvement, Site-Based Management, High Expectations for Staff and Students*, and other important components. Such programs are designed to teach processes which allow improvement to begin; yet, historically, if strategic, key people leave the organization the path of progress inevitably comes to a dead end. To affect meaningful and lasting change in systems, strategies which assist members of organizations to internalize the necessary concepts for continuous improvement must be addressed. The recent report America 2000 reinforces the notion that "little headway can be made if few of us see the need to change our own behavior. Few of us are inclined to make big changes in familiar institutions and habits." (Bush, 1991, p. 17). The implication is that we must change our organizational habits.

School improvement efforts of the nineteen eighties rely heavily on the involvement of members of the school organization in a team effort which examines the school. The team then collectively plans for improvement. However, very few improvement models lead the educational system to a higher plane which provides a platform to examine the "Big Picture' of the organization. Organizations have been neglectful in asking questions such as: *(1) What is our organization about and what exemplars from our past reflect our focus toward the*

purpose of our organization? (2) How and what do we do to indoctrinate new members of our organization to the ways of old we wish to maintain? (3) How are the values we hold for our organization rewarded and displayed to use like a torch to light the way to the future.

We must, as leaders of organizations such as The Walt Disney World Company's Michael Eisner imply, extend the envelope which encompasses our organizational boundaries. To accomplish those ends an understanding of the shared belief system of the educational organization members is critical. The understanding and use of knowledge about Educational Corporate Culture must be priority.

What is Educational Corporate Culture?

Culture is defined by Gibson et al. (1985) as a unique system of values, beliefs, and norms that members of an organization share. Deal simplistically defines culture as an abstraction that ties to the unconscious side of the organization (Deal & Kennedy, 1982). Culture consists partially of recurrent and predictable behavior patterns (Firestone & Corbett, 1988). Culture is an organizational habit. There is a well-developed congruency of thought and sameness in the way things are done. Educational corporate culture is simply an extension of the description of corporate culture into the educational setting.

All organizations, educational or otherwise, develop a culture which guides and directs the particular way organizational members do things. All groups formulate beliefs, values and thoughts unique to their specific organization. The extent to which the beliefs, values and thoughts are shared is one component of the culture of an organization. However, it is not enough to have a high degree of belief and attitude congruency. If the group membership is not working toward organizational goals and components necessary to effect high-level operation, congruency becomes a mute, or even harmful, component.

In A Parable of War, Theodore Sizer depicts our educational improvement effort analogous to the efforts of an army asked to do everything with nothing (Sizer, 1989). The soldiers are told that due to recent mandates their weapons must now shoot farther and must be more accurate. The weapons are the same ones the soldiers had before the mandates. The soldiers are sent into battle with their new mandates in hand and with no changes in operation except for additional mandates to involve others into making the same old weapons shoot farther and be more accurate. Needless to say, the war was lost. Unfortunately, the focus for

educational reform has not even been on an understood war. For the past decade our educational armies Sizer so aptly described have been fighting everything with nothing (except mandates) and to top that, the armies have yet to realize in which war they were fighting! So many battles have been engaged that no one has thought or taken the time to take a step back and identify the war and the real opponents we are battling. We must not continue to fight for fighting sake; we must identify the enemy and then plan the appropriate strategy to get to the desired destination. Strategy for improving schools must include a focus on improving the educational corporate culture.

To create a quality school we must move from a "teach the process" oriented model to a one which will help us internalize the components of the educational corporate culture desired. We must examine the organization in terms of the following very simple components:

1. The Past--who, what, and where we were;
2. The Present--who, what, and where we are;
3. The Future--who, what, and where we will be.

We must know where we came from and where we are in order to plan for the future. We must examine our past and determine the elements of the past which characterize what we deem to be our essence as an organization. The operative word in each of the past few statements is the word **we**.

We can use the various components of culture of an organization to prepare our battle plan for a war we understand. There are basic cultural components found in every organization. An understanding of the following components will allow the reader to plan for changes in the way things have always been done, thus impacting the culture of the organization:

1. The Induction of new members through a focus on **Customs:**
   Shown by a mutual effort (a) to communicate Staff Expectations, (b) to protect What is Valued and Important, and (c) to focus on Student Traditions and Common Customs;
2. Maintenance of the organization through: **Collegial Relationships:**
   Encouraged by (a) Recognition, (b) Celebration, and (c) Open Communication;
3. Pushing the Envelope: Risk taking to improve **Competence:**
   Demonstrated by *(a) A Grasp for New Knowledge/Technology, (b) Tangible Support, and (c) Experimentation; also,*
   Confidence: *demonstrated by (a) Trust, (b) Decision Making Involvement, and (c) Open Communication.*

Examining the past--moving to the present.

Customs: staff expectation, protection of what is valued and important, a focus on tradition and custom.

Every organization came from somewhere. Even if the organization is brand new there is a body of beliefs upon which the system is based. What are they? Do staff members know what those beliefs are? Do they really know what is expected of them? Unless employees are told about important and unimportant issues it is not fair to expect them to infer, by intuition or ESP, what the leader has in mind. The right questions have to be asked and the right answers have to be made if we are to mold our organizations into a stronger and more successful entities.

In educational improvement arenas we have done a good job of asking the question "What are we about?" I don't think we have adequately addressed the other side of the two-edged sword--What exemplars are present from our past which can assist us in our journey to the future? There is a need to actively examine the traditions and customs of the past to better understand ourselves. We need to identify the herces, heroines, myths, and symbols which can help us focus on our past success. We can use the past to help us move to the present. In some instances there may be no exemplars we wish to use to light our way to the future. For those instances we should provide the ceremonies and rituals necessary for a funeral and a wake and abolish the things of old that are no longer needed. It is imperative that we look into the past and identify and then actively do away with the old ceremonies, rituals, and heros which are no longer needed or desired. This ceremonial event will allow us to anchor to the past and also help us move to the present.

Does your organization have a planned induction program for new employees? One aspect of successful corporations which sets them apart from unsuccessful corporations is a meaningful induction program. The Walt Disney Corporation, as an example, has a lengthy induction program for all new hires. Whether popcorn salesperson on Mainstreet USA at Walt Disney World or Vice-President or Marketing at Disneyland, all new hires are introduced to the Corporation through the "Disney Traditions" course at the Disney University. By the way, there are no Disney employees; all new hires are hired to fill a role in the cast, thus, they are all cast members. A minimum of two days is spent inducting cast members into the company and their job. This two-day period does not include the many additional hours of on-the-job training provided by the company. How long do you spend inducting new members into your organization? Are your members any less valuable? Do your staff members have a culture that encourages them to share trade secrets and materials with one another?

Futurist Joel Barker in his video "The Power of Vision", discusses the importance of having a vision. He uses the simile of vision being "like a rope" which leads from one side of a stream to the other. The rope described by Barker is attached to a rock on the far side of a stream. The rope provides a direction for the traveler; the rock, a stable place to anchor a connection to the future. Barker says "We may be pulled and tossed in the rough waters of a turbulent stream, yet we have a rope to guide us to the future" (Barker, 1990). Barker's description is a vivid picture which provides a wonderful visual focus; however, I don't feel his picture paints the complete scene needed. I envision a rope attached at both sides of the stream. By anchoring to both our Past and our Future, we will have fewer turbulent times in our journey across the stream which is our Present. We cannot change where we started, that end of our rope is already anchored. We can choose where to set the anchor on the far side of the stream; however, we should take into account where we started and be sure we have enough rope to stretch from one side of the stream (where it is already anchored) to the far side of the stream where our vision lies. Identify the strengths and weaknesses of the anchor point on the side of the stream where the journey begins--abandon the elements which need to be abandoned, keep the elements which should be kept--let the rope have a firm anchor on both sides of the river.

In all organizations there are expectations, traditions and customs which can help us anchor our rope. We must identify those components from our past which exemplify the essence of our organization and use them to help us work through present problems. In instances where much of the past needs to be discarded, communicate the right message and do away with the things of the past that hinder the trip forward.

Indoctrinating for the present--maintenance of the organization.

Collegial Relationships: recognition, celebration, and open communication.

By recognizing the achievements of our organization and collectively celebrating small and large victories as we achieve them it is possible to build a stronger and more cohesive work group. It is almost impossible to pick up any current literature which addresses organizational improvement and not find a great deal of attention paid to the importance of group decision-making. Attention must be paid to the maintenance of the organization as an organization--recognize, celebrate, and communicate on a regular basis.

Induction programs are a vital part of indoctrinating new members to the values of the system. Use the induction program to assist in recognition and

celebration. Use the time to communicate the messages you deem to be important. If you think you cannot afford to spend the time or money to properly induct new members, I encourage you to think of the cost if you do not do so. If new employees do not understand what is important and why it is important they will be less willing to go the extra mile to help achieve the organizational goals. The goals of the organization must become internalized by those who work in the organization. Induction allows for the process to begin.

Communication is a key element for organizational survival. An examination of the formal and informal communication network is vital. What hidden hierarchy exists within your organization? Do you know how to use that hierarchy to your advantage?

Rewards and sanctions are the visual display of what is considered of value and importance. Who and what are/are not recognized communicate a great deal about the values held by the organization. Appropriate behavior is usually rewarded by some type of inclusion and sanction by the group. Sanction is also given for inappropriate behavior; however, the sanction is usually exclusion or withdrawal of acceptance by the group.

Planning for the future--change and progress.

Competence and Confidence: A grasp for new knowledge, support, experimentation and trust, decisions-making involvement and open communication.

Freedom to choose pathways through a mine field will at least make the traveler think about what is close by and examine options before taking the next step. Freedom for employees to examine the circumstances surrounding their work and then actually make decisions which impact their work will provide the same commitment to a decision. Are your employees challenged to try new ways or explore new paths? Do you support the efforts of your staff to try new things? Remember, support does not have to be financial support, it may be allowing mistakes to happen or doing a little path clearing through the mine field. Do your employees trust you to do the mine-sweeping? Even if you let the staff know that you have cleared a pathway for them are they confident that you have the competency and skill to do what you said you did? If not, then you need to channel some energy into building the level of trust in the organization. Competent and confident employees boldly go where others neglect to consider a road might exist. New horizons may be opened up by such courageous workers. Open channels for communication must exist if the organization is to grow to its fullest height. Do you ask? And just as important, do you listen?

TQM: Total Quality Management for today's schools.

Total implies a unity of the group. **All** members are involved. **Quality** implies a product that meets the high standards and intended purpose; **Management** implies that the product produced is the product desired within the desired guidelines. Lew Rhodes of AASA aptly describes the TQM process as MTQ-Management for Total Quality (Rhodes, 1991). Think about it! Total Quality Management is possible when individuals are working in an organizational culture that allows the accomplishments of benefits for both individuals and the organization. Do you have an educational corporate culture that works for you or one that works against you? Do you have an educational corporate culture that is established by design or does it just happen? Do you have an educational corporate culture that is well-defined or one that is vague? All organizations have cultures. What do you want and what do you really have? In the Total Quality Management scheme a great deal of emphasis must be placed on understanding and using the organizational culture (Sashkin & Kiser, 1991).

Individual behavior is significantly influenced by the culture of the organization (Deal & Kennedy, 1982). But to consider modifying the dynamic components of an organization the social scientist must understand more than the awesome potency of its culture. Also vital is an understanding of human nature when confronted with the concept of change. Only by understanding that real change also involves dealing with member's deep-seated motivations can the organizational architect form a cast to mold and shape a strong, unified culture.

School administrators must invest efforts in school improvement by working to improve school culture. There must be a marriage of school improvement with the school's culture. How can the linkage take place? What considerations must be made by school leaders? Who must take the lead in the effort?

Principals shape, facilitate, and foster the development of norms, values, and beliefs. These elements intimately shape the school's culture, ethos, and climate (Purkey & Smith, 1983). Certainly school improvement studies list the overwhelming importance of a strong leader (Duttweiler, 1988). Understanding culture in schools becomes paramount after examining the characteristics of effective schools. Effective schools have a culture characterized by a widely shared understanding of what is and *what ought to be* symbolized in student, teacher, and administrator behavior. What sets the highly achieving schools apart from the less effective is not simply the presence of particular norms and values, but the fact that most members support the norm in work and deed (Firestone & Corbett, 1988).

School leaders must understand the cultural concept if they are to improve the status quo. Changing the way things are done in schools implies that attitudes and beliefs of individuals must be altered. Change models which address concerns of individuals in organizations provide insight by recognizing and dealing with concerns of individuals who make up organizations. The underlying human system must allow for real change to take place.

It is important to reiterate that change takes time. To modify attitudes and beliefs is no simplistic task. The model for changing the culture in the educational organization is likened to building a forest fire by nurturing a slow burning bed of embers that gradually ignites surrounding consumables. There is simply no "flash in the pan".

Schools can improve and become more successful by controlling and improving the organizational culture of systems. Studies have shown that "better schools" have a culture where teachers enjoy work and help establish a disciplined environment. Those schools also "expect" their students to achieve (Kritek, 1986). Organizational leaders must realize and accept the existence of the power of group culture. Two points must be explored. The first is of prime importance to the practitioners in educational leadership roles: How does knowledge of culture change the role of the leader? The second concerns what happens to organizations which do not understand and control their common culture.

To be a change-agent, the leader must understand the culture of an organization and its various components. There is a need to understand cultural dynamics. The leader will have a much greater chance of enacting meaningful school reforms or improvement efforts if he or she: (1) understands culture and works to address the concerns of individuals whom it controls; (2) knows how to interpret symbols and meanings; (3) manipulates and links cultural stands; and (4) communicates the cultural meanings to the membership of the organization. As an example, by targeting the climate of a school for improvement and diligently nurturing the new climate, the culture of the organization will slowly adapt and become instilled as the norm. Bennis (1984) reminds us that:

> ... vision, purposes, beliefs, and other aspects of organizational culture are of prime importance. Symbolic expression becomes the major tool of leadership, and leadership effectiveness is no longer defined as a '9-9 grid score' or a 'system 4' position. Effectiveness is instead measured by the extent to which 'compelling vision' empowers others to excel; the extent to which meanings are found in one's work; and the extent to which individual and organization are bonded together by common commitment in a mutually rewarding symbiotic relationship.

Educators have been bombarded with an arsenal of literature advocating a quick fix by allowing shared decision-making and responsibility. Unfortunately this literature does not address a common-denominator for school improvement. School leaders read that if they utilize simple delegation processes for reform, the members of the organization will become revitalized and work toward school improvement. The literature base substantially reinforces the notion that group members will become more productive--for a while. However, to maintain the thrust for school improvement, a circular chain of events must be forged. School improvement efforts must be tied to a base of knowledge that addresses the recognition and manipulation of organizational culture. Until school improvement efforts connect up with a "cultural" master-link, long-term, meaningful change will be an unlikely event. While many models for school improvement are available to help practitioners, few utilize analytical instrumentation to isolate and scrutinize the inherent organizational culture of the membership. By examining the shared beliefs and values of organizational members it is possible to chart, analyze and strategically plan for organizational improvement. Again, any effective plan for organizational improvement must impact both individual and organizational goals.

Instrumentation is available for describing organizational culture. One such instrument is the "Culture Analysis Questionnaire"© (SAGE, 1990). The analysis provided by utilizing the instrument displays information relative to four Cultural Clusters: *(1) Collegiality; (2) Confidence; (3) Competence; and, (4) Customs.* The instrument provides information in two dimension: (1) Strength and, (2) Congruence. The information provided is both **Descriptive** and **Prescriptive** and can be used to help provide valuable insight into an organization. By utilizing both visual and numerical representation of an average response, and representation of group variance, a more holistic picture of organizational culture is possible.

Resources must be channeled to understand and then use the understanding of Educational Corporate Culture to create a quality school. To affect meaningful and lasting change in any organization there must be change in the belief structure of the members of the organization. Processes must be internalized by staff members which allow change to occur in the way things have been and are being done in the organization. The big picture, the system which is the organization, lives as a cultural entity and must be viewed and changed as such educational improvement will never become a reality until we understand and use the power of Educational Corporate Culture to help us achieve our end.

The Change Process: Providing Tools to Implement Change

The delineation of change as a process has been included in the literature for several years (Paul, 1977, p. 10; Hord et al, 1987, p. 5; Moorman & Egermier,

1992, p. 43;). Models which describe change have common elements, yet, each also contains unique views of the change process. In the late 1970's, Lieberman wrote about the dynamics of the change process in schools (Lieberman, 1977). She provided research-based insight on the CBAM (Concerns Based Adoption Model), I/D/E/A (Institute for the Development of Educational Activities), and Rand change studies. Each study provided a different focus for the change effort. The CBAM provided a focus on the user; the I/D/E/A study provided a focus on dialog, decisions and action in the schools; and, the Rand study provided a focus on the change agent. A very brief description of each model follows.

The Concerned Based Adoption Model (CBAM)-- A Focus on the User

An easily understood change model is provided by the Concerns Based Adoption Model (CBAM) developed in the early 1970's. Hall and Rutherford investigated change in educational organizations and devised a model which described the various levels of concern that individuals go through as they metabolize organizational change (Hall and Rutherford, 1975). Further work done by Hall in collaboration with other noted researchers has provided a valuable description of the change process (Hord et al, 1987). Information about the CBAM reminds us that change is accomplished by individuals. Individuals move through stages of concern which first focus on personal concerns, then task concerns, and finally impact concerns.

The CBAM model relates seven stages of concern which individuals who are going through change must pass.

CBAM Stages of Concern:

0. **Awareness**-- people must be made aware of the intended change.
1. **Information**-- individuals ned to know basic information about the intended change.
2. **Personal**-- individuals must understand how the change will affect them personally.
3. **Management**-- management issues must be addressed. How will this change fit into an already busy day?
4. **Consequence**-- what difference will the change actually make?
5. **Collaboration**-- the organization needs to digest the change and adjust. How does the change affect us?
6. **Refocusing**-- how can we make the change better or improve what we are now doing?

Obviously, any organization will have members who are at various levels in the model. Some individuals will need basic Information, others may be at the Personal level where their entire focus is on how the change will affect them; others, may well have accepted the idea of change and may be wondering how to

Implement the change in the best way, and so on. By understanding where various people are in the model and by providing assistance to those individuals going through change, the anxiety and problems normally associated with change can be lessened. People and organizations must understand that it is permissable to gripe and react to a change. Such reactions will pinpoint concerns which should be addressed. Those in charge of the change initiative should provide assistance to allow people to express concerns and then find ways to address the concerns. It is certainly true that many individuals will be unhappy with changing the status quo, but, their overall acceptance of change can be assisted by using the CBAM to describe at what stage or where people are in the change process and then find appropriate interventions. Change is like the monster under our bed when we were kids-- if we could name it, it became somewhat less of a threat.

The I/D/E/A Study-- A focus on Dialog, Decision-Making and Action

The I/D/E/A study gathered data about change as it related to school improvement efforts. As school staff began to examine organizational problems a first stage was noted: teachers talked (**Dialog**). They talked about new ideas, their ability to perform new roles, and they discussed types of support which would be available to assist them in their efforts. A second stage followed: **Decisions** were made. In the second stage, patterns similar to the CBAM focus on Management concerns were prevalent. Finally, the third stage: **Action**, occurred. Implementation of plans and collaboration of staff members signaled this stage of development. The basic stages from the model indicated the need for:

1. Talk about new ideas and questions (**Dialog**);
2. Someone to individualize the concepts associated with the change (**Decision**);
3. Innovation activity (**Action**) which points out changes in the status quo that make old programs look "different";
4. People to ask questions about innovation improvement; and
5. Dialog to set the stage for a new set of ideas and questions.

The study confirmed the need for sub-groups in a school system to address personalized concerns, deal with task-oriented management problems, and finally, collaborate and implement the change and work on improvements for the sake of improvement of the system.

The Rand Study-- A Focus on the Change Agent

Another study which outlined a type of change model and provided insight into the change process was conducted by the Rand Corporation. The study examined the role of the change agent in implementing changes in organizations. Conclusions of the study indicated that both a supporting setting and a strategy for

change must be in place to effectively foster change; Further, the study pointed out that leadership is critical to enact change-- the leader can either facilitate or stifle the change process. Additionally, the study indicated that frequent meetings and training were necessary during the change process and that concentrated resources were necessary during the time of change (Lieberman, 1977).

The three studies, taken in conjunction, indicated that strategies for change should include:

1. Active participation
2. Face-to-Face interactions
3. Opportunities to learn new behaviors
4. Local materials development
5. Support from a leader

We are also reminded that:

1. Change is a process, not an event;
2. Change is accomplished by individuals;
3. Change is a highly personal experience;
4. Change involves developmental growth;
5. Change is best understood in operational terms; and,
6. The focus of facilitation should be on individuals, innovations, and the context.

(Hord et al, 1987)

By applying a systems view to organizational change several connections should be noted which will assist in planning for change. Change is painful. Systems enjoy homeostasis; they enjoy balance. Individuals are no different than the system they make up. Routine is comfortable for both. Just like the old pair of shoes or the worn cardigan sweater we slip on to relax and unwind, comfort depends on a sameness, a security in what we do and how we do it. We know just how the sweater or shoes will feel when we slip them on our body. Whenever change occurs, organizations or individuals must undergo a period of discontinuity and the system of either one temporarily must be placed out of balance. The period of imbalance may be likened to moving a fulcrum along a balanced board; as the fulcrum moves away from the point of balance for the board the system becomes out of kilter. A system in an unbalanced state must regain it's balance or it will no longer function or be of value. Some type of change must take place to bring the system back into balance with the fulcrum now located at a new position. By cutting the board on one end to allow the fulcrum to once again support the balanced board; change must occur in organizations to once again bring stasis to the unbalanced system. To continue this analogy, if too much is taken off the board the balanced board system no longer closely resembles the old sytem and recognition problems occur which cause the system a great deal of

distress. A sytem under a great deal of stress may or may not be able to regain balance and may or may not survive. Organizations do not need to take such a risk and possibly cause fatal injury to the system. A method which makes sense to apply to make necessary change in systems is the "Boiling Frog" approach.

In order to cook a frog one might simply bring a pot of water to boil and throw the frog into the pot. It is probable that the frog will not like such a drastic change in its surroundings and opt to make every conceivable effort to hop right back out of the pot. However, if the skilled chef realizes ahead of time that the frog needs to be cooked a plan to accomplish the task with less stress for all concerned might include steps to first place the frog in a pot of cool water with a very low flame going under the pot. By bringing up the temperature of the water in the pot very slowly, the frog will be cooked (very slowly) and thus accomplish the desired outcome. But the change process which transformed the uncooked frog to a cooked frog was not nearly as painful to either party. By changing the "system" a little a time a major change was accomplished to the entire system. The task was accomplished with less stress to the system.

Attilla the Hun is purported to have said " We cannot expect to change our long held traditions... without strife". If indeed Atilla made the remarks he was not far from the truth. As surely as death and taxes, change will occur and people will resist change. Since people make up organizations it is safe to conject that organizations will attempt to thwart change initiatives.

Individual's thoughts about Change are similar to their thoughts about "Death and Taxes". Most individuals and/or organizations who have been thrust into a relationship with either entity-- change or "death and taxes"-- undergo similar phases. They first deny that anything is going to happen (or did happpen to change the way things were). Initially there is a numbness or apathy about the issue. A some point in time however, the concerned parties finally accept the fact that something has happened to change the stautus quo. It is not uncommon for individuals or organizational members to become angry or become so upset that their behavior may noticably change. They may attemp to withdraw from the reality of the situation. Once again, either with assistance or without, the parties concerned must accept and deal with the issue. They will resist the issue as long as possible. After a period of time the frustration and anger will usually lead to exploration of alternatives. Those affected by change must struggle though a maze and will most certainly run into problems which assume the role of blocks or deadends. They may be blocked by too many ideas, too much to do, not enough time, an so on. After finally making it out of the maze, teamwork and implementation can finally begin to allow the change to take place. A clear focus can be established and work toward a goal can start. Most individuals will finally have to accept that the change is indeed implemented and that they must accept

the change and move on. **Committment** to the change will take place for those who remain.

In order to make meaningful and lasting change in organizations change agents (those who are leading the change initiative) must take into account the stages of concern of individuals who must go through the change. Organizational change will only occur person-by-person. As individuals are taken through the change process they will have questions and concerns which deserve answers and which must be answered before they can move to higher levels of implementation. Communication among all concerned parties must be a priority issue. Leaders must understand that it is to be expected that those implementing change will be frustrated, even angry, about change. By understanding and planning for change there is a greater chance that individuals will accept and implement change. However, it is important to note that lasting organizational change will only occur when the collective belief systems of individuals who make up the organization change so that the "change" becomes the "norm". Until a "new norm" has been established-- the organizational culture has been changed, long term change simply will not happen. It is crucial that change-agents and leaders understand and plan for organizational change through changing the organizational culture. Change in the organizational culture should be accomplished by a planned process.

References

Barker, J. (1990) The power of vision (video). Burnsville, MN. Charthouse Corp.

Bennis, W.G. (1984). Transformative power and leadership.In T.S.Sergiovanni and J.E. Corbally (Eds.), Leadership and organizational culture (p.70). Urbana and Chicago: University of Illinois Press.

Bush, G. (1991, April). President's remarks. America 2000 an educational strategy sourcebook. U.S. Department of Education, Washington, D.C.

Deal, T.E. & Kennedy, A.A. (1982). Corporate cultures. Reading, MA: Addison-Wesley.

Duttweiler, P.C. (1988). Organizing for excellence. Austin, TX: Southwest Educational Development Laboratory.

Duttweiler, P.C. (1989, June). Harnessing the power of beliefs: The challenge of change. Insights on Educational Policy and Practice.

Hall, G.E. and Rutherford, W. (1975). Concerns of teachers about implementing the innovation of team reaching. Research and Development Center for Teacher Education, University of Texas at Austin, Spring, 1975.

Hord, S.M. et al (1987). Taking charge of change. Austin, TX. Southwest Educational Development Laboratory.

Firestone, W.A. & Corbett, H.D. (1988). Planned organizational change. In N.J. Boyan (Ed.), Handbook of research on educational administration (pp. 321-338). New York: Longman.

Gibson, J.L. Ivancevich, J.M. & Donnelly, J.H. (1985). Organizations: behavior, structure, processes (5th ed.). Plano, TX: Business publications, Inc.

Kritek, W.J. (1986, April). School culture and school improvement. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Leonard, J. (1991) Applying deming's principles to our schools. South Carolina Business. 11(1991) pp 82-76.

Leiberman, A. (1977) Linking process in educational change. In N. Nash and J. Culbertson (Ed.). Linking processes in educational improvement, concepts and applications. University Council for Educational Administration, Columbus Ohio.

Lessinger, L. (1991, April). Managing Messes. Presentation at the Oklahoma LEAD Project Leadership Institute for School Improvement meeting, Norman, OK.

Moorman, H. & Egermier, J. (1992). Educational restructuring: generative metaphor and new vision; In J. Lane & E. Epps(Eds); Restructuring schools: problems and prospects; McCutchen Publishing, Berkeley, CA.

Paul, D.A. (1977) Change processes. In N. Nash and J. Culbertson (Eds.); Linking processes in educational improvement, concepts and applications. University Council for Educational Administration, Columbus Ohio.

Purkey, S.C. & Smith, M.S. (1983). Effective schools: A review. The Elementary School Journal, 83, 427-451.

Rhodes, L. (1991, December) Total quality management in the education context. Proceeding of the National LEAD Directors and National LEADership Network Annual Meeting. Washington, D.C.

SAGE, (1990), The cultural analysis questionnaire, a publication by Strategic Analysis for Goal Engineering, Norman, OK.

Sashkin, M. & Kiser, K. (1991). Total quality management. Brentwood, Maryland, Ducochon Press.

Sizer, R.T., (1989). Taking school reform seriously--A parable from war. Preparing schools for the 1990's: an essay collection. (1989). New York, New York: Metropolitan Life Insurance Company.